

School Name: River Bend Middle School

Catawba County Schools

2015-2016 School Improvement Plan

Mission Statement

Catawba County Schools mission is to teach, learn, and lead for the future.

Catawba County Schools Core Beliefs

Positive relationships are essential to the learning process and must be established and nurtured for learning to take place.

Schools must set an expectation for excellence in all areas of study through challenging and relevant curricula.

Schools must continually evolve to meet the needs of an ever-changing, global society.

All partners in education must embrace diversity and promote equity.

All students and staff are entitled to and responsible for a safe and nurturing learning environment.

All students can learn through differentiated and relevant instruction that embraces critical thinking, creativity, collaboration, and communication.

Schools and families must collaborate to educate the whole child – socially, emotionally, cognitively and physically.

Family, business, and community partnerships are essential for the success of all students.

Catawba County Schools

Board of Education

Marilyn McReeChairperson
David Brittain.....Vice Chairperson
Ronn Abernethy.....Member
Don Brown.....Member
Glenn Fulbright Member
Tommy Luckadoo..... Member
Cathy Starnes Member
Crystal DavisAttorney

Administration

Dr. Dan Brigman..... Superintendent
Dan Moore..... Assistant Superintendent, Operations
Beth Isenhour Assistant Superintendent, Curriculum & Instruction
Chris Gibbs..... Assistant Superintendent, Human Resources

Building Leadership Team Members

The following individuals constitute River Bend Middle School Building Leadership Team that **collaboratively** developed the 2015-2016 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
 - Principal
 - Assistant Principal
 - Certified Staff (Instructional Personnel)
 - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
 - Teacher Assistants
 - Parents
- Their respected groups elected the representatives by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2014-2016 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.

Voting results

- Total Eligible to Vote: 32

(Note: Total eligible to vote = Number of certified instructional personnel + number of teacher assistants)

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley: Yes 32 No 0

Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the elementary school is designated as a Title I school, the 10 components required under Title I directives are included in the document.
4. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public shall be notified of meetings.
5. The Building Leadership Team will ensure that the school's Professional Development Plan addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior" (Effective July 1, 2006).
6. The plan shall identify how staff development funds allocated to the school will be used.
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," are reviewed.
8. The Elementary Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld.
9. The school's Safe Schools Plan complies with all legal state and local policies.
10. BLTs shall review current school and district data including, but not limited to the following: CCS District Survey data, the CCS Senior Exit Survey, Bully and Harassment Surveys for Grades K-11, and the NC Teacher Working Conditions Survey data. In the event that disaggregated data point to specific school safety concerns, the BLT will be responsible for addressing those concerns in the School Improvement Plan.
11. Elected staff members may serve up to a three-year term on the BLT.
12. Parent representatives should serve a two-year term on the BLT.
13. BLT meetings shall be conducted at a time that is convenient for parents.

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Chip Cathey	Principal	June 2016	On File	October 21, 2015
Alisa Bryant	Assistant Principal	June 2016	On File	October 21, 2015
Matt Barham	BLT Chairperson	June 2018	On File	October 21, 2015
Tina Davis	EC Teacher	June 2016	On File	October 21, 2015
Stoney Turner	8 th Grade Teacher	June 2017	On File	October 21, 2015
Diana Rink	7 th Grade Teacher	June 2017	On File	October 21, 2015
Staci Bumgarner	Media Coordinator	June 2016	On File	October 21, 2015
Crystal Podger	Counselor	June 2016	On File	October 21, 2015
Kim Gilfillan	Teacher Assistant	June 2016	On File	October 21, 2015
Mark Guess	Parent, PTO President	June 2016	On File	October 21, 2015
Lacey Lybrand	Student, SGA President	June 2016	On File	October 21, 2015
Parker Garrison	Student, Jr. BETA President	June 2016	On File	October 21, 2015

Accountability Data

Year	AYP Status	EVAAS Growth Index			School Performance Grade
2013-14	Met 22 out of 29 target goals.	X Exceeds Growth	___ Meets Growth	___ Does Not Meet Growth	C
2014-15	Met 31 out of 45 target goals.	___ Exceeds Growth	___ Meets Growth	X Does Not Meet Growth	D

Synthesized Narrative of School

River Bend Middle School, located in Claremont, North Carolina has a student population of 503 students, based on the 8th month Principal's Monthly Report (PMR) for 2014-2015. In examining our school, we note the following strengths based on North Carolina Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from Power School, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and additional information.

Self-Assessment		
Identified Strength	Supporting Evidence and Reflection	Data Source
Our school is providing emerging systematic support systems for students through implementation of a Multi-Tiered System Support (MTSS) comprised of Positive Behavior Intervention and Support (PBIS) and Responsiveness to Instruction (RtI).	<p>Universal Screening and Progress Monitoring are being conducted for oral reading fluency and reading comprehension.</p> <p>Staff and students expressed agreement at a rate of greater than +4.0 (staff 4.41, students 4.14) with regards to using multiple assessments to measure student progress.</p> <p>Tier 2 and Tier 3 interventions are being delivered to students identified as needing strategic or programmatic intervention. All school staff has been trained in PBIS Module I.</p> <p>RBMS obtained Green Ribbon Status for implementation of PBIS, and has begun training/implementing Module 2 interventions.</p> <p>Teachers rated RBMS higher than teachers from other North Carolina Middle Schools on all seven questions on the TWC related to "managing student conduct".</p>	<p>2015 PBIS System Evaluation Tool (SET)</p> <p>2014 Teacher Working Conditions Survey</p> <p>2014-2015 PowerSchool Year End Discipline Data Analysis</p> <p>2014-2015 AIMSweb reports</p> <p>2014-2015 AdvancED Accreditation Survey</p>
The administration and the school leadership team are viewed as effective in the eyes of staff members.	<p>Of the 20 questions on the 2014 TWC Survey under the category of "School Leadership", RBMS teachers rated their leadership higher on every item than did teachers in the following population groups: North Carolina Public Schools, Catawba County Schools, and North Carolina Middle Schools.</p> <p>The staff had an average agreement score of +4.41 on three items dealing with school leadership (purpose, improvement processes, and leaders monitoring data).</p>	<p>2014 Teacher Working Conditions Survey</p> <p>2014-2015 AdvancED Accreditation Survey</p>

Teachers view the school as a good place to work and learn.	91% of staff agreed that RBMS is a good place to work and learn. Additionally, the staff rated RBMS higher than did other North Carolina Middle Schools staffs in 100% of the items in the following sections of the TWC Survey: Professional Development, Management of Student Conduct, Facilities and Resources, and School Leadership.	2014 Teacher Working Conditions Survey
Students feel they are held to high expectations.	The item with the highest rate of agreement among students on the AdvancED Accreditation survey was “In my school, the principal and teachers have high expectations of me” (+4.27).	2014-2015 AdvancED Accreditation Survey
Parents view the school as a good place to send their children to learn.	Parents expressed a high rate of satisfaction on the 2014-2015 AdvancED Accreditation Survey by expressing agreement at the following rates with the following categories: Purpose (4.27), Governance (4.29), Teaching and Learning (4.32), Resources (4.39) and Continuous Improvement (4.28)	2014-2015 AdvancED Accreditation Survey

Self-Assessment (continued)

Identified Weakness	Supporting Evidence	Data Source
Student proficiency as measured by End-of-Grade assessments falls below district and state averages	<p>In 2014, RBMS had a Grade Level Proficiency (GLP) of 48.6% compared to the Catawba County Schools average of 59.5% (performance gap of 10.9).</p> <p>In 2015, RBMS had a Grade Level Proficiency (GLP) of 49.0% compared to the Catawba County Schools average of 58.4% (performance gap of 9.4).</p> <p>The GLP for RBMS for math in 2015 was 41.4% compared to the district average of 55.4% (performance gap of 14.0).</p> <p>The GLP for RBMS for reading in 2015 was 48.1% compared to the district average of 57.6% (performance gap of 9.5).</p> <p>The GLP for RBMS for science in 2015 was 59.9% compared to the district average of 70.4% (performance gap of 10.5).</p>	2014-2015 EOG Scores

<p>Student growth as measured by EVAAS has oscillated between positive and negative growth over the past three years</p>	<p>Growth calculated from student performance on End-of-Grade assessments for the past four school years follows:</p> <p>2013 – Did Not Meet Growth (-5.23) 2014 – Exceeded Expected Growth (+5.92) 2015 – Did Not Meet Growth (-2.01)</p>	<p>North Carolina End of Grade Tests (2013, 2014, 2015)</p> <p>EVAAS School Growth Data</p>
<p>The number of students needing strategic intervention for reading skills was much higher in May of 2015 compared to May of 2014</p>	<p>In May of 2014, 90% of students scored at the benchmark level according to criterion referenced scores on the End-of-Year (EOY) AIMSweb Benchmark. Though student progress was similar at Beginning of Year (BOY) and Middle of Year (MOY) benchmarks for school years 2013-2014 and 2014-2015, only 81% of students scored at benchmark on the EOY Benchmark in May of 2015.</p> <p>On the 2013-2014 EOY Oral Reading Fluency (ORF) assessment, 62.9% of all students read 150+ correct words per minute (CWPM) and 40.5% read 165+ CWPM. On the 2014-2015 EOY ORF assessment, only 59.5% of all students read 150+ CWPM, but 43.3% read 165+ CWPM.</p>	<p>2013-2014 AIMSweb ORF and MAZE data 2014-2015 AIMSweb ORF and MAZE data</p>

Summarization of SMART Goals for River Bend Middle School

SMART Goal One (Academic Proficiency) – River Bend Middle School will attain a Grade Level Proficiency Rate (GLP) of 55% on End of Grade assessments.

SMART Goal Two (Academic Growth) – River Bend Middle School will exceed expected growth as measured by the Education Value Added Assessment System (EVAAS).

SMART Goal Three (Oral Reading Fluency) – 65% of all River Bend Middle School students will read 150 or more correct words per minute and 45% of students will exceed 165 correct words per minute on the AIMSweb End-of-Year oral reading fluency benchmark assessment.

SMART Goal #1 1st Quarter Deployment Plan 2015-2016

SMART Goal One (Academic Proficiency) – River Bend Middle School will attain a Grade Level Proficiency Rate (GLP) of 55% on End of Grade assessments.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) apply the Artisan Teacher skill of posting clear learning goals daily for each subject taught, (2) utilize data from an internal (Catawba County Schools) audit to improve classroom instruction practices, and (3) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Teachers train on Clear Learning Goals as part of Mike Rutherford's Artisan Teacher	DeAnna Taylor (Director of Secondary Education) Chip Cathey (Principal)	A staff log of training will be created and filed	Prior to 10 / 1 / 2015
2.	Teachers post clear learning goals on their white board along with the "CLG" card stock visual aid	Chip Cathey (Principal) Alisa Bryant (Assistant Principal) Teachers	Administrators will document that CLGs are posted in all classrooms and all computer labs	10 / 1 / 2015
3.	Administrators give teachers periodic (weekly) feedback on clear learning goals posted and whether or not learning activities observed are congruent with the goal(s).	Chip Cathey (Principal) Alisa Bryant (Assistant Principal)	Written feedback in the form of emails or notecards will be given following periodic walkthrough observations	10 / 15 / 2015
4.	Staff at RBMS is given an orientation to the instructional audit process	Beth Isenhour (Assistant Superintendent for Curriculum and Instruction) Chip Cathey (Principal)	Staff will attend a mandatory after school meeting as documented by attendance log	10 / 21 / 2015
5.	SchoolNet student log-ins will be assigned and students will access their accounts in preparation for taking online interim assessments	Matt Barham and Chris Reese (CTE Teachers) Alisa Bryant (Assistant Principal)	All students will log into the system and demonstrate ability to navigate the system in CTE classes	10 / 23 / 2015
6.	The process for administering SchoolNet assessments is shared with teachers during team planning time	Alisa Bryant (Assistant Principal)	Staff will attend training as noted in team meeting logs	10 / 26 / 2015

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	Chip Cathey and Alisa Bryant
Financial Resources Needed this quarter (Include \$ figures and funding sources)	\$40 for training materials related to Artisan Teacher Clear Learning Goals
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Clear Learning Goals Training with all certified staff for one contact hour. SchoolLink refresher training for all certified staff for ½ contact hour during team meeting time.
Parent & Community Involvement during this quarter	Parents will be notified of work on Clear Learning Goals in weekly teacher email “blasts” and weekly updates on our schools social media pages. Parents will be notified of RBMS’s low performing status via written communication sent home with each student
How is technology an integral part of the strategy’s deployment?	Our CTE staff will train students and work closely with the district’s IT Department to ensure that all desktop computers in the school are working and that all students and staff can access the SchoolNet assessment website
Persons responsible for the development of steps	Chip Cathey, Alisa Bryant, Matt Barham

Evaluation	Quarter 1
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>A. The data we will use to determine if the strategy was deployed to fidelity will be: (1) data from classroom walkthroughs to check CLG and congruency of classroom activities, (2) records showing all students and staff able to access SchoolNet assessment system, and (3) feedback from staff and central office regarding preparations for the upcoming internal instructional audit.</p> <p>B. The data used to determine if the actions steps impacted the strategy will be: (1) the success rate of posting clear learning goals in classrooms and selecting congruent activities to support those goals according to administrator classroom walkthrough</p>

	observations and (2) the number/percentage of staff and students able to access the SchoolNet assessment site.
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Reflection	Quarter 1
<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. The collected data tells us that 100% of certified staff members were trained in the Artisan Teacher clear learning goal concept. It also tells us that teachers are experiencing a high degree of success related to regularly posting CLGs in the classroom and conducting activities congruent to those goals. 2. What cannot be gleaned from the data is the number of times teachers refer back to the CLGs throughout the course of the lesson. Also, it is too early to assess the impact of CLGs on student learning at this early point in the school year. 3. Improvements made to this point include: (1) the posting of clear learning goals in the classroom and students using the CLG as the header in their Cornell Notes 4. Opportunities for improvement that remain include: (1) using higher level verbs on Bloom's Taxonomy when writing CLGs and (2) students logging into the SchoolNet site and taking the first interim assessment.
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 1st Quarter Deployment Plan 2015-2016

SMART Goal Two (Academic Growth) – River Bend Middle School will exceed expected growth as measured by the Education Value Added Assessment System (EVAAS).

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) restructure morning “academy” intervention groups to better align with student needs identified by formative and summative assessments and (2) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	A database will be created that cross-references Math EOG score, Reading EOG score, and EOY ORF benchmark score	Chip Cathey	Creation of the database used to sort students into intervention groups	8 / 25 / 2015
2.	Students will receive an orientation to include a specific mission and/or learning target for their intervention group.	Chip Cathey Certified Staff	Database of mission for each group created and checked off as orientation occurs	9 / 11 / 2015
3.	Administrator walkthrough observations of academy classes will rate teachers/students on the fulfillment of their mission.	Chip Cathey Alisa Bryant	Documentation of academy walkthrough observations	10 / 20 / 2015
4.	SchoolNet student log-ins will be assigned and students will access their accounts in preparation for taking online interim assessments	Matt Barham and Chris Reese (CTE Teachers) Alisa Bryant (Assistant Principal)	All students will log into the system and demonstrate ability to navigate the system in CTE classes	10 / 21 / 2015
5.	The process for administering SchoolNet assessments is shared with teachers during team planning time	Alisa Bryant (Assistant Principal)	Staff will attend training as noted in team meeting logs	10 / 21 / 2015

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	Chip Cathey
Financial Resources Needed this quarter (Include \$ figures and funding sources)	\$0
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	<p>Training on SchoolNet Assessment log-in and test procedures for 503 students for 2 training hours.</p> <p>Training on SchoolNet Assessment administration during planning for core teachers for ½ hour during team planning time</p>
Parent & Community Involvement during this quarter	Parents will be notified of SchoolNet assessments via school communication channels (SchoolWay app, SchoolMessenger call system, and team email blasts)
How is technology an integral part of the strategy's deployment?	All desktop computers will be used to administer SchoolNet assessments and our communication technologies will be used to inform parents of upcoming assessments
Persons responsible for the development of steps	Alisa Bryant and Matt Barham

Evaluation	Quarter 1
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>A. We will verify the intervention rosters and SchoolNet class rosters against PowerSchool enrollment data to ensure all students have an academy group and a working SchoolNet account.</p> <p>B. To see if the steps impacted the measurable strategy, feedback from academy teachers will be used to affirm/adjust student assignments to groups based on performance during intervention class. We will also verify that all students enrolled in RBMS have working SchoolNet accounts.</p>

Reflection	Quarter 1
1. What does the data tell us?	1. Based on feedback from teachers and the fact that few students needed to be switched to another academy group, the intervention groups created based on Math EOG, Reading EOG, and ORF data

<p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	<p>were appropriate based on the needs of students. The review of SchoolNet accounts shows that the CTE staff was successful in activating accounts for all students.</p> <p>2. No SchoolNet assessments have been taken at this point, so it is not possible yet to measure the impact of the assessments on teaching and learning. Long-term effectiveness of intervention group can't be gleaned from the data at this point, either.</p> <p>3. Students have been grouped more accurately based on need this school year according to data and teacher feedback. Students can now log into SchoolNet and access assessments.</p> <p>4. We can improve relative to this goal by continuing to implement the interventions and assessments and by gathering information to help monitor our progress.</p>
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input checked="" type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #3 1st Quarter Deployment Plan 2015-2016

SMART Goal Three (Oral Reading Fluency) – 65% of all River Bend Middle School students will read 150 or more correct words per minute and 45% of students will exceed 165 correct words per minute on the AIMSweb End-of-Year oral reading fluency benchmark assessment.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) continue with implementation of the Multi-Tiered System of Support (MTSS) framework, (2) complete 30 contact hours of staff development in North Carolina School Improvement Project's (NCSIP) Reading Foundations training, and (3) restructure morning "academy" intervention groups to better align with student needs identified by formative and summative assessments.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Meet with the MTSS team and identify/review all students requiring interventions according to available data.	Crystal Podger (Counselor) Susan Anaño (MTSS Chair)	Roster of all students receiving Tier 2 and Tier 3 interventions	8 / 25 / 2015
2.	Administer Fall Universal Screening Assessment (AIMSweb ORF and MAZE) to all students	All RBMS Staff	Completed Tier Analysis documentation	9 / 25 / 2015
3.	Complete the first three of five Reading Foundations training sessions (5 hours each)	Regina Propst (Reading Curriculum Specialist)	Roster of staff attending the sessions	10 / 02 / 2015
4.	A database will be created that cross-references Math EOG score, Reading EOG score, and EOY ORF benchmark score	Chip Cathey	Creation of the database used to sort students into intervention groups	8 / 25 / 2015
5.	Students will receive an orientation to include a specific mission and/or learning target for their intervention group.	Chip Cathey Certified Staff	Database of mission for each group created and checked off as orientation occurs	9 / 11 / 2015
6.	Administrator walkthrough observations of academy classes will rate teachers/students on the fulfillment of their mission.	Chip Cathey Alisa Bryant	Documentation of academy walkthrough observations	10 / 20 / 2015

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	Chip Cathey (Principal)
Financial Resources Needed this quarter (Include \$ figures and funding sources)	\$1200 from staff development funds for substitutes for the training on school day
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Reading Foundations Training for all certified staff for a total of 15 contact hours
Parent & Community Involvement during this quarter	Parents will be informed of interventions being used with their child(ren) and will have the opportunity to pick up student progress reports at the annual fall PTO parent meeting and Open House.
How is technology an integral part of the strategy's deployment?	The AIMSweb Fall Benchmark is scored online, so all staff will use handheld devices or desktop computers to record students' progress. Five of the academy groups will be in the computer labs daily for students to work on Moby Math/Reading, Language Live, or North Carolina Virtual Public High Schools
Persons responsible for the development of steps	Chip Cathey

Evaluation	Quarter 1
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>A. To determine if the strategy was deployed with fidelity, staff from central office will attend Reading Foundations training and record observations.</p> <p>B. To determine if the action steps impacted the measurable strategy, administration will review the Reading Foundations attendance roster to ensure that all staff attends each training session. Walkthrough observation data from academy classes will be reviewed to ensure targeted instruction is occurring during academy times.</p>

Reflection	Quarter 1
<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 	<ol style="list-style-type: none"> 1. Staff development rosters show that all certified staff have completed 3 of the 5 sessions needed to complete Reading Foundations training. Based on feedback from teachers and the fact that few students needed to be switched to another academy group, the intervention groups created based on Math EOG, Reading EOG, and ORF data were appropriate based on the needs of students. 2. What can't be gleaned from the data is the impact of Reading Foundations instruction on teacher efficacy with respect to reading instruction. At the end of the training, there will be a post-test to assess the knowledge gained by teachers as a result of attending staff development. 3. Students have been grouped more accurately based on need this school year according to data and teacher feedback. 4. We can improve by completing the final two training sessions and by continuing to collect formative assessment data to ensure students in intervention groups are acquiring critical literacy skills.
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2nd Quarter Deployment Plan 2015-2016

SMART Goal One (Academic Proficiency) – River Bend Middle School will attain a Grade Level Proficiency Rate (GLP) of 55% on End of Grade assessments.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) apply the Artisan Teacher skill of posting clear learning goals daily for each subject taught, (2) utilize data from an internal (Catawba County Schools) audit to improve classroom instruction practices, and (3) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Participate in the internal audit from CCS central office staff	Beth Isenhour (Assistant Superintendent)	All teachers will be observed for a 45 minute period and participate in an interview	10 / 30 / 2015
2.	Administer the first SchoolNet interim assessment	Alisa Bryant (Assistant Principal)	All students will take the first interim assessment	11 / 13 / 2015
3.	Teachers will analyze student performance on the SchoolNet interim assessment in subject-like PLC teams	Chip Cathey (Principal) Alisa Bryant (Assistant Principal)	Teachers will complete and submit an analysis of student progress on the assessment	11 / 20 / 2015
4.	Administration will continue giving systematic feedback on CLGs posted in classroom and the congruency of activities being conducted as observed in administrative walkthrough observations	Chip Cathey (Principal) Alisa Bryant (Assistant Principal)	Administration will present data pertaining to CLGs at the November faculty meeting	11 / 25 / 2015
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 2
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Person responsible for ensuring the strategy is deployed	Chip Cathey and Beth Isenhour
Financial Resources Needed this quarter (Include \$ figures and funding sources)	\$0
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	None
Parent & Community Involvement during this quarter	Parents will be updated on the school improvement process through the PTO and through RBMS's system of communicating with parents/community.
How is technology an integral part of the strategy's deployment?	Audit data will be entered into handheld devices, calculated using computer software, and then presented to staff in an A/V presentation.
Persons responsible for the development of steps	Chip Cathey

Evaluation	Quarter 2
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>A.The data we will use to determine if the strategy was deployed to fidelity will be: (1) data from classroom walkthroughs to check CLG and congruency of classroom activities, (2) data from the SchoolNet assessment system, and (3) feedback central office regarding staff performance during the audit.</p> <p>B.The data used to determine if the actions steps impacted the strategy will be: (1) the success rate of posting clear learning goals in classrooms and selecting congruent activities to support those goals according to administrator classroom walkthrough observations and (2) student performance on the SchoolNet site.</p>

Reflection	Quarter 2
1. What does the data tell us?	

<p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #2 2nd Quarter Deployment Plan 2015-2016

SMART Goal Two (Academic Growth) – River Bend Middle School will exceed expected growth as measured by the Education Value Added Assessment System (EVAAS).

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) restructure morning “academy” intervention groups to better align with student needs identified by formative and summative assessments and (2) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Administration will continue to monitor teacher/student activity during the morning intervention period	Chip Cathey (Principal) Alisa Bryant (Assistant Principal)	Data from administrative walkthrough observations	12 / 20 / 2015
2.	Administer the first SchoolNet interim assessment	Alisa Bryant (Assistant Principal)	All students will take the first interim assessment	11 / 13 / 2015
3.	Teachers will analyze student performance on the SchoolNet interim assessment in subject-like PLC teams	Chip Cathey (Principal) Alisa Bryant (Assistant Principal)	Teachers will complete and submit an analysis of student progress on the assessment	11 / 20 / 2015
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 2
Person responsible for ensuring the strategy is deployed	Chip Cathey and Alisa Bryant
Financial Resources Needed this quarter (Include \$ figures and funding sources)	None

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	None
Parent & Community Involvement during this quarter	Parents will be updated on the school improvement process through the PTO and through RBMS's system of communicating with parents/community.
How is technology an integral part of the strategy's deployment?	All desktop computers in the school will be utilized to facilitate students taking the SchoolNet assessments
Persons responsible for the development of steps	Chip Cathey

Evaluation	Quarter 2
A. What data will you use to determine if the strategy was deployed with fidelity? B. What data will you use to determine if the action steps impacted the measurable strategy?	A. We will review SchoolNet assessment data for students B. To see if the steps impacted the measurable strategy, feedback from academy teachers will be used to affirm/adjust student assignments to groups based on performance during intervention class. We will review SchoolNet assessment data for students.

Reflection	Quarter 2
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	
	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.

Measurable Strategy Met?	<input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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SMART Goal #3 2nd Quarter Deployment Plan 2015-2016

SMART Goal Three (Oral Reading Fluency) – 65% of all River Bend Middle School students will read 150 or more correct words per minute and 45% of students will exceed 165 correct words per minute on the AIMSweb End-of-Year oral reading fluency benchmark assessment.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) continue with implementation of the Multi-Tiered System of Support (MTSS) framework, (2) complete 30 contact hours of staff development in North Carolina School Improvement Project's (NCSIP) Reading Foundations training, and (3) restructure morning "academy" intervention groups to better align with student needs identified by formative and summative assessments.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	The MTSS committee will meet monthly, at a minimum, to review student progress on ORF and reading comprehension	Crystal Podger (Counselor) Susan Anauo (MTSS Chair) Karen Squiric (ELA Teacher)	MTSS minutes and data	1 / 11 / 2016
2.	Staff will complete the final two Reading Foundation Training sessions	Regina Propst (Reading Curriculum Specialist)	Staff development log	11 / 10 / 2015
3.	Administration will continue to monitor teacher/student activity during the morning intervention period	Chip Cathey (Principal) Alisa Bryant (Assistant Principal)	Data from administrative walkthrough observations	12 / 20 / 2015
4.				/ /

5.				/	/
6.				/	/
7.				/	/

Planning	Quarter 2
Person responsible for ensuring the strategy is deployed	Chip Cathey (Principal)
Financial Resources Needed this quarter (Include \$ figures and funding sources)	\$1200 from staff development funds for substitutes for the training on school day
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Reading Foundations Training for all certified staff for a total of 15 contact hours
Parent & Community Involvement during this quarter	Parents will be updated on the school improvement process through the PTO and through RBMS's system of communicating with parents/community.
How is technology an integral part of the strategy's deployment?	Five of the academy groups will be in the computer labs daily for students to work on Moby Math/Reading, Language Live, or North Carolina Virtual Public High Schools
Persons responsible for the development of steps	Chip Cathey

Evaluation	Quarter 2
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>A. To determine if the strategy was deployed with fidelity, we will review the rosters from staff development to ensure all staff members completed Reading Foundations training,</p> <p>B. To determine if the action steps impacted the measurable strategy, we will review the pre- and post-tests from Reading Foundations training to verify staff gained knowledge with respect to helping students acquire essential reading skills.</p>

Reflection	Quarter 2
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 3rd Quarter Deployment Plan 2015-2016

SMART Goal One (Academic Proficiency) – River Bend Middle School will attain a Grade Level Proficiency Rate (GLP) of 55% on End of Grade assessments.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) apply the Artisan Teacher skill of posting clear learning goals daily for each subject taught, (2) utilize data from an internal (Catawba County Schools) audit to improve classroom instruction practices, and (3) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step
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				Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 3
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 3
A. What data will you use to determine if the strategy was deployed with fidelity?	

B. What data will you use to determine if the action steps impacted the measurable strategy?	
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Reflection	Quarter 3
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 3rd Quarter Deployment Plan 2015-2016
SMART Goal Two (Academic Growth) – River Bend Middle School will exceed expected growth as measured by the Education Value Added Assessment System (EVAAS).

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) restructure morning “academy” intervention groups to better align with student needs identified by formative and summative assessments and (2) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 3
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy’s deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 3
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 3
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	
Measurable Strategy Met?	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #3 3rd Quarter Deployment Plan 2015-2016

SMART Goal Three (Oral Reading Fluency) – 65% of all River Bend Middle School students will read 150 or more correct words per minute and 45% of students will exceed 165 correct words per minute on the AIMSweb End-of-Year oral reading fluency benchmark assessment.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) continue with implementation of the Multi-Tiered System of Support (MTSS) framework, (2) complete 30 contact hours of staff development in North Carolina School Improvement Project's (NCSIP) Reading Foundations training, and (3) restructure morning "academy" intervention groups to better align with student needs identified by formative and summative assessments.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 3
Person Responsible for ensuring the strategy is deployed.	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	

How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 3
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 3
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	
Measurable Strategy Met?	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #1 4th Quarter Deployment Plan 2015-2016

SMART Goal One (Academic Proficiency) – River Bend Middle School will attain a Grade Level Proficiency Rate (GLP) of 55% on End of Grade assessments.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) apply the Artisan Teacher skill of posting clear learning goals daily for each subject taught, (2) utilize data from an internal (Catawba County Schools) audit to improve classroom instruction practices, and (3) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 4
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 4
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	
	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p>

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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SMART Goal #2 4th Quarter Deployment Plan 2015-2016

SMART Goal Two (Academic Growth) – River Bend Middle School will exceed expected growth as measured by the Education Value Added Assessment System (EVAAS).

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) restructure morning “academy” intervention groups to better align with student needs identified by formative and summative assessments and (2) administer SchoolNet formative assessments and analyze results with subject-like PLC teams.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	

Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 4
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 4
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	

Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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SMART Goal #3 4th Quarter Deployment Plan 2015-2016

SMART Goal Three (Oral Reading Fluency) – 65% of all River Bend Middle School students will read 150 or more correct words per minute and 45% of students will exceed 165 correct words per minute on the AIMSweb End-of-Year oral reading fluency benchmark assessment.

Measurable Strategies: To accomplish this SMART goal, the staff at River Bend Middle School will: (1) continue with implementation of the Multi-Tiered System of Support (MTSS) framework, (2) complete 30 contact hours of staff development in North Carolina School Improvement Project's (NCSIP) Reading Foundations training, and (3) restructure morning "academy" intervention groups to better align with student needs identified by formative and summative assessments.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/	/
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Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 4
A. What data will you use to determine if the strategy was deployed with fidelity? B. What data will you use to determine if the action steps impacted the measurable strategy?	

Reflection	Quarter 4
1. What does the data tell us?	

<p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2014-2016

LEA: Catawba County Schools

LEA Code: 180

School Name/School Code: River Bend Middle School (364)

Requests for Waiver	
Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

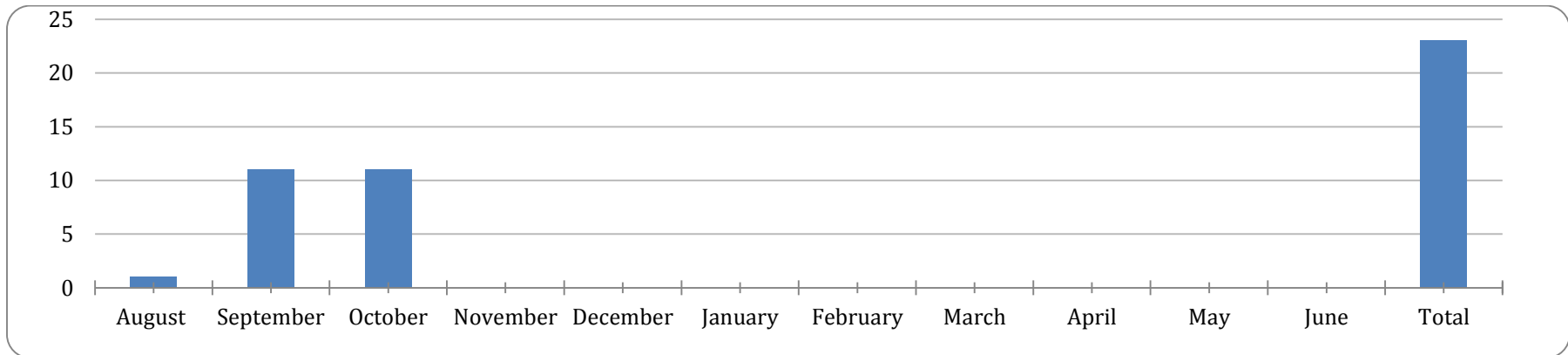
Appendix

A. River Bend Middle School Three-Year Data Analysis

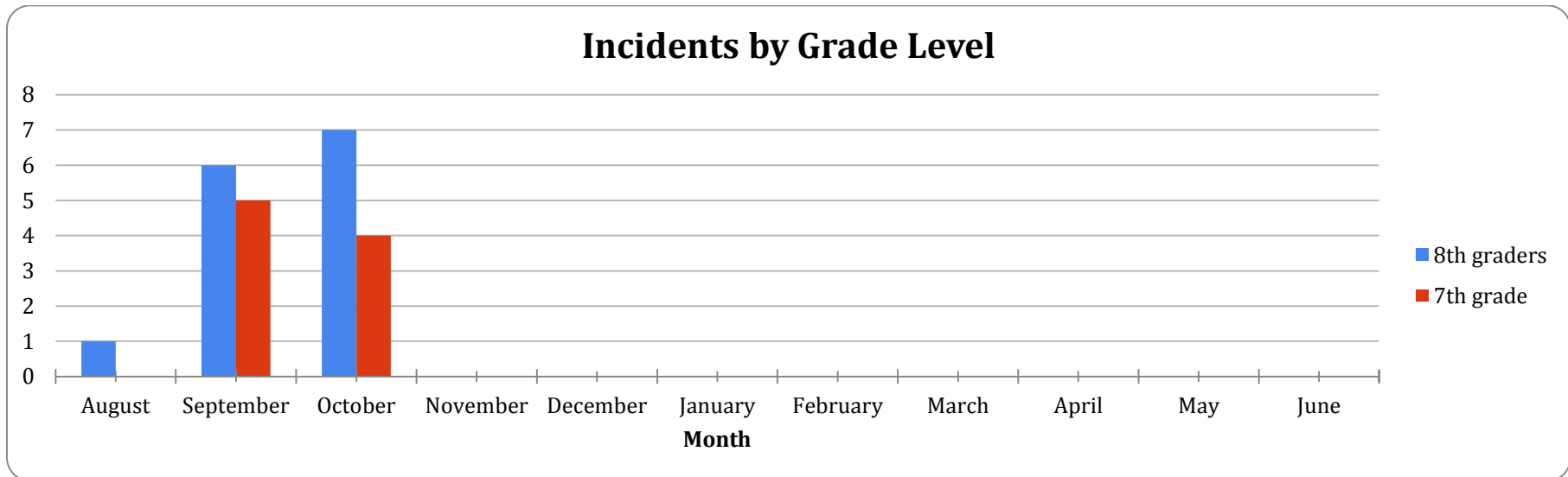
Measure	2012-2013	2013-2014	2014-2015
Reading EOG	33.4%	49.9%	48.1%
Math EOG	29.2%	38.2%	41.1%
8 th Grade Science EOG	52.2%	62.4%	59.9%
Math I EOC	82.5%	95.0%	96.8%
EVAAS Growth	-5.23 (Did Not Meet)	+5.92 (Exceeded)	-2.01 (Did Not Meet)
School Performance Grade Score	N/A	57	53
School Performance Grade	N/A	C	D
Annual Measurable Objectives	22 of 29	22 of 29	31 of 45

B. RIVER BEND MIDDLE SCHOOL DISCIPLINE REFERRAL DATA

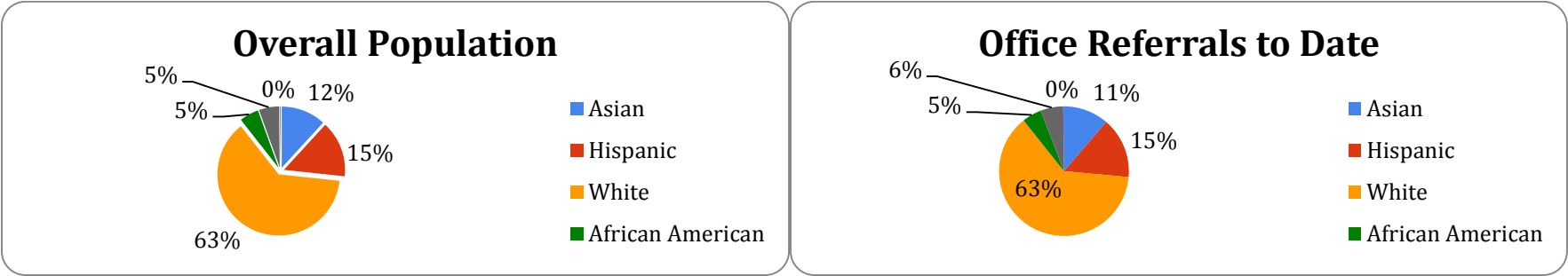
Total Number of Office Referrals for the Current School Year



Incidents by Grade Level for the Current School Year



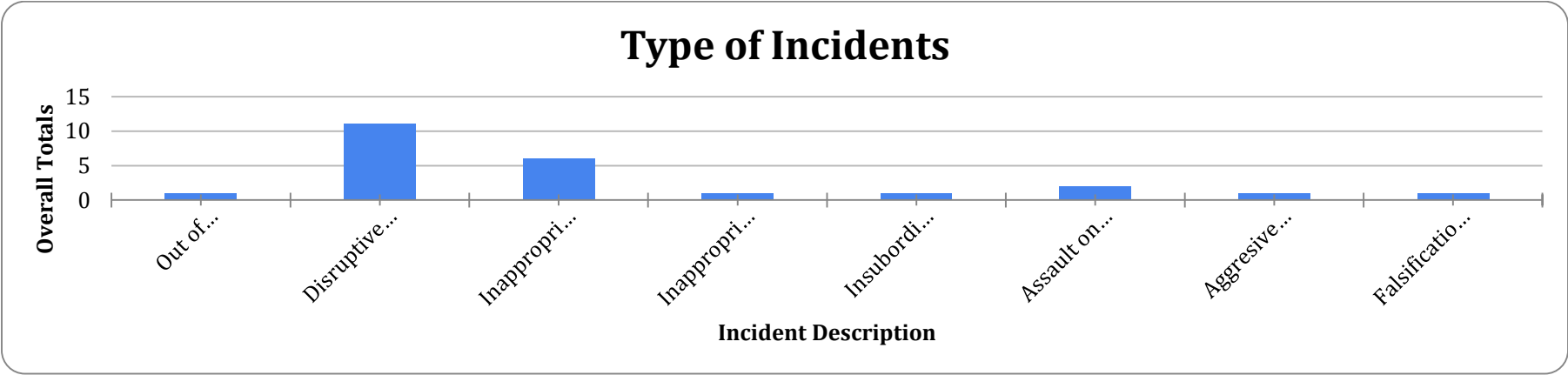
Percentage of Student Population and Total Office Referrals to Date by Race/Ethnicity



Percentage of Student Population and Positive Recognition to Date by Race/Ethnicity



Types of Incidents Reported to the Office



C. Demographics of Catawba County and the River Bend Middle School Attendance Zone

According to 2010 statistical data from the United States Census Bureau, Catawba County’s population is 154,358. When broken down by ethnicity, the United States Census estimates, projected from Census 2010, indicate: White 81.7%; African American 8.4%; American Indian and Alaska Native .3%; Asian 3.5%; Native Hawaiian and other Pacific Islander 0.03%; Hispanic 4.1% and those listing two or more ethnic affiliations 1.9%.

The median age of Catawba County residents is 36. According to data from the Catawba County Economic Development Corporation (2010 ACS), educational status for Catawba County citizens is:

Less than high school graduate:	15.2%
High School Graduate:	31.3%
Some College:	21.9%
Associate’s Degree	9.6%
Bachelor’s Degree	15.2%
Master’s Degree	6.8%

According to the October 2015 Principal’s Monthly Report (PMR), River Bend Middle School serves 503 students in the 7th and 8th grades. The following percentages indicate the racial/ethnic composition of the school: White 63%; African American 5%; American Indian and Alaska Native less than 1%; Asian 12%; Native Hawaiian and other Pacific Islander less than 1%; Hispanic 15% and those listing two or more ethnic affiliations 5%. Just over 70% of students are on free or reduced lunch.

D. Frequently Used Educational Acronyms

ACT	National Standardized Test Used by Colleges and Universities as Part of the Application Process
ADA-	Americans with Disabilities Act
AESOP-	Substitute Management System
AIG-	Academically/Intellectually Gifted
AP-	Assistant Principal
AP-	Advanced Placement
AR-	Accelerated Reader
ASCA-	American School Counselors' Association
AUP-	Acceptable Use Policy
AMO-	Annual Measurable Objectives
BIP-	Behavior Intervention Plan
BLT-	Building Leadership Team
BOE-	Board of Education
BT-	Beginning Teacher
BTI-	Beginning Teacher Induction
CCP-	College and Career Promise
CCR-	College Career Ready
CCS-	Catawba County Schools
CDC-	Career Development Coordinator
CDSA-	Children's Developmental Services Agency
CECAS-	Comprehensive Exceptional Children Accountability System
CEU-	Continuing Education Credit
CFNC-	College Foundation of North Carolina
CGR-	Cohort Graduation Rate
COMPASS-	Children Overcoming Monumental Personal and Academic Stressors for Success
CTE-	Career and Technical Education
CVCC-	Catawba Valley Community College
DLT-	District Leadership Team

DOP-	Dropout Prevention
DPI-	Department of Public Instruction
DSS-	Department of Social Services
EAP-	Employee Assistance Program
ED-	Economically Disadvantaged
EEO/AA-	Equal Employment Opportunity/Affirmative Action
ELL-	English Language Learner
EOC-	End-of-Course Test (9-12)
EOG-	End-of-Grade Test (3-8)
ERATE-	Federal Program for Technology Connectivity Reimbursement
E.S.T.E.E.M.-	Empowering Students Through Education, Employment, and Mentorships
ESL-	English as a Second Language
EVAAS-	Educational Value-Added Assessment System
FAPE-	Free and Appropriate Public Education
FERPA-	Family Education Rights and Privacy Act
FMLA-	Family Medical Leave Act
FRL-	Free and Reduced Lunch
FY-	Fiscal Year
GED-	General Educational Development Program
GLP-	Grade Level Proficiency
HQ-	Highly Qualified
HRMS-	Human Resource Management System
IDEA-	Individuals with Disabilities Education Act
IEP-	Individual Education Plan
MCD-	Minimum Credit Diploma
MTSS-	Multi Tiered System of Support
NAEP-	National Assessment of Educational Progress
NASW-	National Academy of Social Workers
NBCT-	National Board Certified Teacher
NBPTS-	National Board for Professional Teaching Standards

NCE-	Normal Curve Equivalency
NCFE-	North Carolina Final Exams
NCHSAA-	North Carolina High School Athletic Association
NCLB-	No Child Left Behind
NCTEP-	North Carolina Teacher Evaluation Program
NCSIP-	North Carolina State Improvement Project
NCVPS-	North Carolina Virtual Public School
NOM-	National Origin Minority
OCR-	Office of Civil Rights
PAT-	Parent as Teachers
PBIS-	Positive Behavior Intervention Support
PD-	Professional Development
PDP	Professional Development Plan
PEP-	Personalized Educational Plan
PIO-	Public Information Officer
PLC-	Professional Learning Communities
PSAT-	Pre-Scholastic Assessment Test
RALC-	Regional Alternative Licensing Center
RC-	Reading Counts
RESA-	Regional Educational Service Alliance
RSS-	"Really Simple Syndication" used to subscribe to information through the internet
RTA-	Read to Achieve
RTI-	Responsiveness to Instruction
SADFSCA-	Safe and Drug-Free Schools Communities Act
SAT-	Scholastic Aptitude Test
SCOS-	Standard Course of Study
SD-	Staff Development
SD-9A-	Prior Approval Form for Staff Development (aka: the pink sheet)
SEA-	State Education Agency
SIP-	School Improvement Plan

SST-	Student Success Team
SLD-	Specific Learning Disabled
SLMC-	School Library Media Center
SPC-	Special Populations Coordinator
SPG-	School Performance Grade
SRO-	School Resource Officer
SWD-	Student with Disabilities
TA-	Teacher Assistant
TAAC	Teacher Assistants' Advisory Council
TAC	Teacher's Advisory Council
VOCATS-	Vocational Competency Achievement Tracking System
WorkKeys	Career Readiness Instrument